தமிழ்நாடு அரசு

ஆறாம் வகுப்பு

இரண்டாம் பருவம்

தொகுதி – 1

தமிழ்

ENGLISH

தமிழ்நாடு அரசு விலையில்லாப் பாடநூல் வழங்கும் திட்டத்தின்கீழ் வெளியிடப்பட்டது

பள்ளிக் கல்வித்துறை

தீண்டாமை மனிதநேயமற்ற செயலும் பெருங்குற்றமும் ஆகும்

தமிழ்நாடு அரசு

முதல்பதிப்பு - *2018*

திருத்திய பதிப்பு - *2019, 2020*

(புதிய பாடத்திட்டத்தின் கீழ்
வெளியிடப்பட்ட முப்பருவ நூல்)

விற்பனைக்கு அன்று

பாடநூல் உருவாக்கமும்
தொகுப்பும்

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STANDARD VI

English

Term - II

English

Term - II



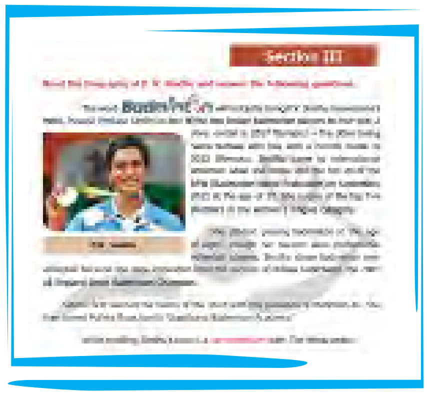
PREFACE

The English textbook for standard VI has been prepared following the guidelines given in the National Curriculum Framework, 2005. It has been created to make English language learning both effective and enjoyable. The aim has been to balance learning the structures and vocabulary of the language with learning their use in everyday life.

The activities have been carefully graded to allow a gradual building of language proficiency. The lessons provide effective individual and collaborative learning in pairs and groups and enable differentiation in multilevel classrooms. Each unit focuses on the themes of natural and social world to stimulate curiosity and imagination, engaging both heart and mind. An ICT Corner has been introduced in each unit for the first time in a State Board Text Book to develop current digital literacy skills .

How to use the book

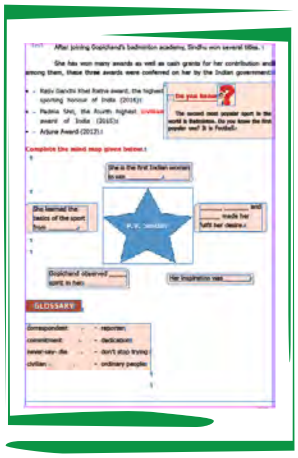
- The Second Term English Book for Standard VI has two units.
- Each unit is planned for a month.
- Each unit is divided into **sections** and each section is designed to initiate and sustain the **Active Learning** process.



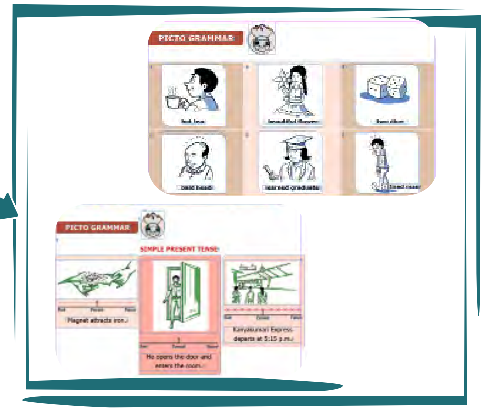


- Each unit starts with an **introduction of the theme** anchored by two girls **Ayesha** and **Madhi**.
- The **pictorial warm up page will help activate students own knowledge and ideas of the** topic.
- **The digital warm up** can be used for visualizing the theme to motivate and interest learners.

- **In-Text questions** in each section can be used for discussion and to check and develop comprehension skills.
- **Digital glossary** can be used for hearing correct pronunciation and visualizing words.
- The **'Do You Know?'** box can be used to enhance general knowledge while initiating spoken language.



- The illustrations in Picto Grammar will enable understanding of grammar terms in a fun and easy way.
- Digital Grammar Games can be used to reinforce learning to encourage students to learn by doing..
- Language Check Point can highlight points of usage to avoid the common mistakes.

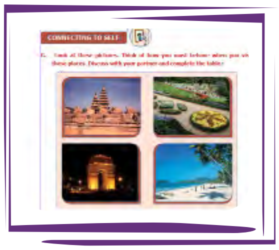




- Students can be taken through all the steps of writing with the help of pictures and prompts.
- Creative writing can be used to bring out their writing skill.
- Students can be encouraged to present or display their writings in the class .

- The warm up picture at the head of the section can be used to discuss the theme of the poem.
- The focus should be on the enjoyment of the poem through exploring imagery and rhythm.
- The supplementary section encourages extensive reading and appreciation of literature.





- Connecting to Self is based on the values of each lesson.
- Project is meant for working in groups and to develop collaborative learning.
- The development of higher order thinking skills is facilitated by the Steps to Success and Think and Answer sections.

- Students can be encouraged to extend their reading activity through e-links and Reference Books.
- Students can be helped to download the games and install them.
- The activities in ICT Corner will ensure learning language skills through doing.

QR GUIDE

CONTENT

* Memoriter

28VUZH
Textbook

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Assessment

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Digi Links

Sports Stars

1

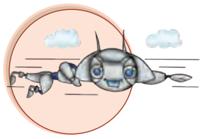
Both Ayesha and Madhi enjoy playing games and sports. Let's join them.



Prose

1 Sports Stars

WARM UP



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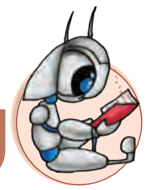


MIRRORING

The teacher selects three pairs. The pairs are made to stand facing each other. The teacher whispers a game to each pair. One person makes a movement, the other tries to mirror the movement or copy it exactly. Then they change roles. **When both have played both roles, try to coordinate movements with each other, so that both become player and mirror at the same time**. Then the rest of the class have to find out which sport they are mirroring.

eg. Passing the ball, kicks for karate, bowling the ball, batting, etc.,

READING



Section I

Listen to the teacher read a diary account of a school boy and answer the questions.

Each day is a new beginning. It has so much to unfold and I had the best day at school today.



Mithali Dorai Raj

Cricket is something that I love. Today my teacher told us that we would be learning about a cricketer. I thought of Sachin, Virat Kohli and many other male players in the Indian cricket team but she introduced Mithali Dorai Raj, an Indian cricketer and the captain of the Indian women's cricket team in Tests and One Day Internationals [ODIs]. I never thought a woman could play cricket so well. It was why I have never let my little sister play cricket with me. I would tell her, "It is not for you; you had better play with girls." However, I was taken by surprise, when I learnt that Mithali started to play the game at the age of 10, and that she was selected for the Indian team at the age of 17.

Mithali lives in Hyderabad. I was interested to learn that her mother tongue is Tamil. I felt very proud that she has been widely **recognised** and **acknowledged**. She was the highest run scorer in Women's International Cricket and the only woman cricketer to surpass the 6,000-run mark in ODIs. Mithali is the first player to score seven **consecutive** 50s. In fact, she is nicknamed "Tendulkar of Indian women's cricket" as she is presently the all-time leading run scorer for India in all formats, including Tests, ODIs and T20s. I would love to quote what Mithali had to say about this compliment,

She said, **"On the one hand, being compared to Sachin is an absolute privilege. I do not think I have achieved even half of what he did for the country. On the other, being a woman cricketer, I want people to know me for my own identity. I would rather not be compared to a male cricketer."**

She indeed is an **inspiration** to all of us. She actually started playing cricket with her brother. When she was young, she used to go with her father to the grounds where he practised. She used to stand outside the ground and returned the ball when it came her way. Though it was a humble start, she managed to secure a name and a place for herself. Many of us think cricket is for men; however, she broke the traditional barriers and proved that women are on par with men in every field. The Government of India in recognition of her contribution to cricket conferred on her the **Padma Shri** Award.

And I forgot to mention about the recent achievement of our Indian women cricket team. Mithali Raj and another woman player Smriti Mandhana hit stylish half centuries and India cruised to a comfortable nine-wicket victory over South Africa in the second women's T20 International on 23 of February 2018. Mithali anchored the innings to perfection with an unbeaten 76.

Do you know?

Women's Cricket World Cup is older than Men's. The Women's World Cup was first held in England, in 1973, two years before the inaugural of Men's Cricket World Cup.

Now that I am inspired by her and my attitude has changed, I certainly will be happy when my little sister follows her **passion**...

Put a (√) for the correct and (x) for the incorrect statements.

1. A school-going girl writes the diary account. [ ]
2. The boy was so inspired by Mithali that he was happy for his sister to play cricket. [ ]
3. Mithali Raj is happy to be recognised as Tendulkar of Indian Women's Cricket. [ ]
4. Women should not be compared with men in cricket, says Mithali. [ ]
5. Mithali Raj was not encouraged to play cricket by her family members. [ ]
6. Mithali is one of the women players to score seven consecutive 50s. [ ]
7. Mithali's mother tongue is Telugu. [ ]

GLOSSARY

Recognised	- Known
Acknowledged	- Accepted
Privilege	- Honour
Consecutive	- One after another
Identity	- Who/What a person is or how a person is known
Inspiration	- Here, a person one looks up to
Passion	- Desire

Section II

Read the report on Usha Rani and answer the questions asked below.



Usha Rani, cop-cum- KABADDI champion rose from **shanty town** of Subedarpalaya in Yeshwanthpur near Bengaluru, in Karnataka. Armed with her mother's **unfulfilled** dream to become an athlete, she became **determined** and practised kabaddi at the Kanteerava Stadium every morning rain or shine. As a school child, she grew up watching Kabaddi at a club in front of her house and soon joined the club and started playing kabaddi at National level in sub-junior category.

Whenever she was not playing, she was the source of support to her parents and others at home. She used to sell flowers for her daily living and she had to struggle all through her life until she got a job in the Karnataka State Police Force. She was selected as a police person for her excellence in sports and was the youngest in the Karnataka State Police women Kabaddi team.

> **Do you know?**
>
> India has won all six Women's Kabaddi World cups played from 2012-2017.

She was just 29 years old when she won a **Gold Medal** in kabaddi. She is much acclaimed for her raiding skills in kabaddi. E. S. Sumanth, sports officer at Karnataka State Police Sports Promotion Board says,

"Despite a well-paid job, Usha participated in national events every year without a miss. She is an expert in giving leads, raiding opponents and consistently playing a prominent role in the Indian kabaddi team."

Usha Rani is now working hard and practising every day to win the Gold medal at the Asian Games in 2018. She has also become a role model to her brothers and sisters at home and other fellow sports persons.

Answer the following briefly.

1. When did Usha Rani start playing Kabaddi?
2. What did she sell to support her family?
3. Find out the idiom that relates to 'whatever the circumstances', from the first paragraph.

GLOSSARY

Shanty town	-	A poor area
Unfulfilled	-	Unrealised
Prominent	-	Noticeable
Determined	-	Will powered

Identify and write the sport's name respectively.

1. ________________ 3. ________________

2. ________________ 4. ________________

1



2



Every person who achieves success in life has to work hard with dedication and determination. One can always learn something from another person's story. No opponent is too big to defeat. So believe in yourself and follow your passion.

3



4



Section III

Read the biography of P. V. Sindhu and answer the following questions.

The word Badminton will instantly bring P.V. Sindhu in everyone's mind. Pusarla Venkata Sindhu is one of the two Indian badminton players to ever win a silver medal in 2016 Olympics – the other being Saina Nehwal who has won a bronze medal in 2012 Olympics. Sindhu came to international attention when she broke into the top 20 of the BWF (Badminton World Federation) in September 2012 at the age of 17. She is one of the top five shuttlers in the women's singles category.



P.V. Sindhu

She started playing badminton at the age of eight. Though her parents were professional volleyball players, Sindhu chose badminton over volleyball because she drew inspiration from the success of Pullela Gopichand, the 2001 All England Open Badminton Champion.

Sindhu first learned the basics of the sport with the guidance of Mehboob Ali. She then joined Pullela Gopichand's 'Gopichand Badminton Academy.'

While profiling Sindhu's career, a **correspondent** with *The Hindu* wrote:

"**The fact that she reports on time at the coaching camps daily, travelling a distance of 56 km from her residence, is perhaps a reflection of her willingness to fulfil her desire to be a good badminton player with the required hard work and commitment.**"

Gopichand seconded this opinion,

"**The most striking feature in Sindhu's game is her attitude and the never-say-die spirit.**"

Despite P.V Sindhu being busy with her training schedules and International tournaments, she managed to attend regular school until class 9, after which all her classes were through correspondence. She did balance both her passion as well as her academics and she holds a Bachelor's degree in Commerce **(B.Com)**.

After joining Gopichand's badminton academy, Sindhu won several titles.

She has won many awards as well as cash grants for her contribution and among them, these three awards were conferred on her by the Indian government:

- Rajiv Gandhi Khel Ratna award, the highest sporting honour of India (2016).
- Padma Shri, the fourth highest **civilian** award of India (2015).
- Arjuna Award (2013).

Do you know



The second most popular sport in the world is Badminton. Do you know the first popular one? It is Football.

Complete the mind map given below.

She is the first Indian woman to win __________.

She learned the basics of the sport from ________.



______, _______ and ______ made her fulfil her desire.

Gopichand observed _____ spirit in her.

Her inspiration was _______.

GLOSSARY

Correspondent	- Reporter
Commitment	- Dedication
Never-say-die	- Don't stop trying
Civilian	- Ordinary people

29NI5U

READ AND UNDERSTAND

I. Identify the sports and the sports personalities from the lesson and fill in the table.

Sports	Name of the player & Field of sports	Awards
		
		
		

II. Read the questions related to the three sports stars you have read about and tick the appropriate boxes.

1. Who won the Olympic 2016 silver medal in badminton?
2. Who is the role model for her siblings?
3. Whose mother tongue is Tamil?
4. Whose attitude is 'never-say-die spirit'?
5. Which player works in the Police Department?
6. Which player holds the record for the highest individual score in cricket?

III. Think and answer.

1. Women/ Men can achieve anything, provided they put their heart and soul into it. Discuss in the class. Do you think being a man or a woman makes a difference?
2. How can you balance your academic goals and your passion for sports or arts?

VOCABULARY



29XE7H

A. Match the sport and the equipment.

eg. Cricket – Bat

1. Football - Bow and Arrow
2. Tennis - Club
3. Golf - Net
4. Volleyball - Racquets
5. Archery - Helmet

B. Find the names of twelve sports and games from the grid.

A	K	A	B	A	D	D	I	T
S	I	V	W	O	I	M	C	A
D	T	E	N	N	I	S	E	B
F	E	C	H	E	S	S	S	L
G	F	A	O	R	I	W	K	E
O	L	R	C	E	U	I	A	T
L	Y	R	K	L	T	M	T	E
F	I	O	E	A	W	M	I	N
P	N	M	Y	Y	D	I	N	N
P	G	P	J	R	T	N	G	I
Y	T	S	U	M	O	G	R	S

C. Tick the meaning of the italicised word.

1. Being compared to Sachin is an absolute *privilege.*

   a. Honour b. Right c. Favour d. Disadvantage

2. The boy was taken by *surprise* when he learnt about Mithali Dorai Raj.

   a. Affected b. Moved c. Amazed d. Upset

3. Usha Rani had to *struggle* all through her life.

   a. Fight b. Duel c. Fun d. Work hard

4. Usha Rani is an *expert* at giving leads.

   a. Clumsy b. Sharp c. Skilled d. Bad

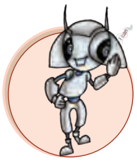
5. No *opponent* is too big to defeat.

   a. Competitor b. Rival c. Helper d. Enemy

D. Fill in the blanks with the opposites of the words given in brackets.

1. We should learn from our _______________ (success).
2. Children don’t like to read _______________ (interesting) books.
3. Be _______________ (general) when you are telling us what you need.
4. The teacher asked the children to _______________ (start) talking.
5. The new boss decided to _______________ (appoint) the lazy workers.

LISTENING



E. Listen to your teacher and number the pictures accordingly.



a. _____.



b. _____.



c. _____.

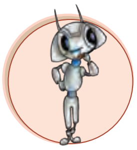


d. _____.

Write 'T' if the statement is True and 'F' if the statement is False.

1. Himachal Pradesh is an ideal place for paragliding. ☐
2. Skiing offers opportunities to delve into oceans. ☐
3. Paragliding is also a recreational adventure sport. ☐
4. Scuba Diving has a huge following all over the world. ☐
5. The most suitable period for Skiing is from March to June. ☐

*** Text for listening is in page number : 139**



SPEAKING

F. Look at these images of different kinds of sports. Identify and name as many as you can with your partner.



Describe any one of them to your partner.

- Name of the sport.
- What equipment is used to play the sport?
- What kind of area/ground/field it is played in?
- How is it played?

Present your sport to the class in four to five sentences.

These phrases will help you.

- I like to play___________.
- I play___________ regularly with my friends.
- _______________ is an indoor / outdoor game.
- ______________ game requires _______________ players.
- ______________ has _______________ these equipments.
- _______________ generally played in a court/ground.
- I enjoy playing ______________ game.

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PICTO GRAMMAR





Hot tea



Beautiful flower



Two dice



Bald head



Young graduate



Tired man

An adjective is a word that describes a noun.

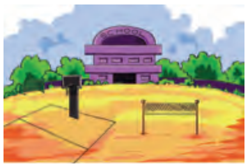
USE GRAMMAR



2A7A95

G. Look at the picture and fill in the blanks with suitable words.

1. There is a ______________ ground in my school.





2. The ______________ sky looks beautiful at night.

3. The tray has ______________ vegetables.





4. It is a ______________ day.



5. The girl gave her friend a ______________ smile.

When there are two or more adjectives together, they appear in the following order.

Quantity	- One	Five	Nine
Quality or Opinion	- Brave	Great	Amazing
Size	- Small	Tall	big
Age	- Old	Young	Adult
Colour	- Purple	Dark	Green

H. Put the words in correct order and rewrite each sentence.

1. They have a post-box. (Red, Small, Rectangular)

____

2. I have sticks. (Long, Two, Brown)

____

3. Find me brushes. (New, Five, Yellow)

____

4. Mahesh is a boy. (Thin, Tall, Clever)

____

5. It is a plate. (Round, Pink, Small)

____

I. Refer to a dictionary for the meanings and circle the odd one.

1. Tiny - Small, Enormous, Little, Puny.
2. Ample - Great, Plentiful, Generous, Restricted.
3. Kind - Harsh, Concerned, Charitable, Gentle.
4. Honest - Reliable, Trusty, Sincere, Deceitful.
5. Cheerful - Bright, Low, Gay, Contented.

WRITING



J. Imagine that you are the School Pupil Leader. Write a formal letter inviting the chief guest for the school's Annual Day. Give details of the time and place of the event.

School Name

Address

February 15, 2018

Name of the Chief Guest

Designation

Address

Respected Madam,

I am writing this letter on behalf of ___ school. Our school is going to conduct its Annual Day on 20^{th} of February. In this connection, we cordially invite you to our 23^{rd} Annual Day to be the cheif guest and address the gathering. We are sure the students will benefit from your ideas and words. We will be privileged to have you in our school on this special day.

We look forward to receiving your acceptance.

Yours Sincerely,

Signature

______

School Pupil Leader

Imagine that you are the sports captain of your school. Write a formal letter to the sports captain of another school inviting her/ his team for a friendly match. You may choose any sport. Give details of time and place.

(Note: Follow the format of the letter given above.)

CREATIVE WRITING



K. Make a diary entry on the impact of a sports personality who is an inspiration to you.

Note:

- ➢ Date your entry.
- ➢ Write naturally and truthfully.
- ➢ Use first person. (I read about Mithali, I like her playing style, etc.,)
- ➢ Make your entry informal and expressive.
- ➢ Use words that express feelings and write what you feel about it.

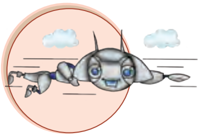
LANGUAGE CHECK POINT

		
☒ Kovai is **further** from Chennai than Trichy.	☑ Kovai is **farther** from Chennai than Trichy.	? **Further** means 'additional'. **Farther** is used to talk about distance.
☒ Sheeba is **more stronger** than Sinduja.	☑ Sheeba is **stronger than** Sinduja.	? Avoid double comparatives. Adjectives of one syllable usually form their comparatives by adding **-er** to the positive. Adjectives with more than two syllables take **'more'**.
☒ My elder sister is six feet **high**.	☑ My elder sister is six feet **tall**.	? We generally use **tall** with people, and it's the opposite of **short**. Use **high** when referring to trees, buildings, mountains, and it's the opposite of **low.**

Poem

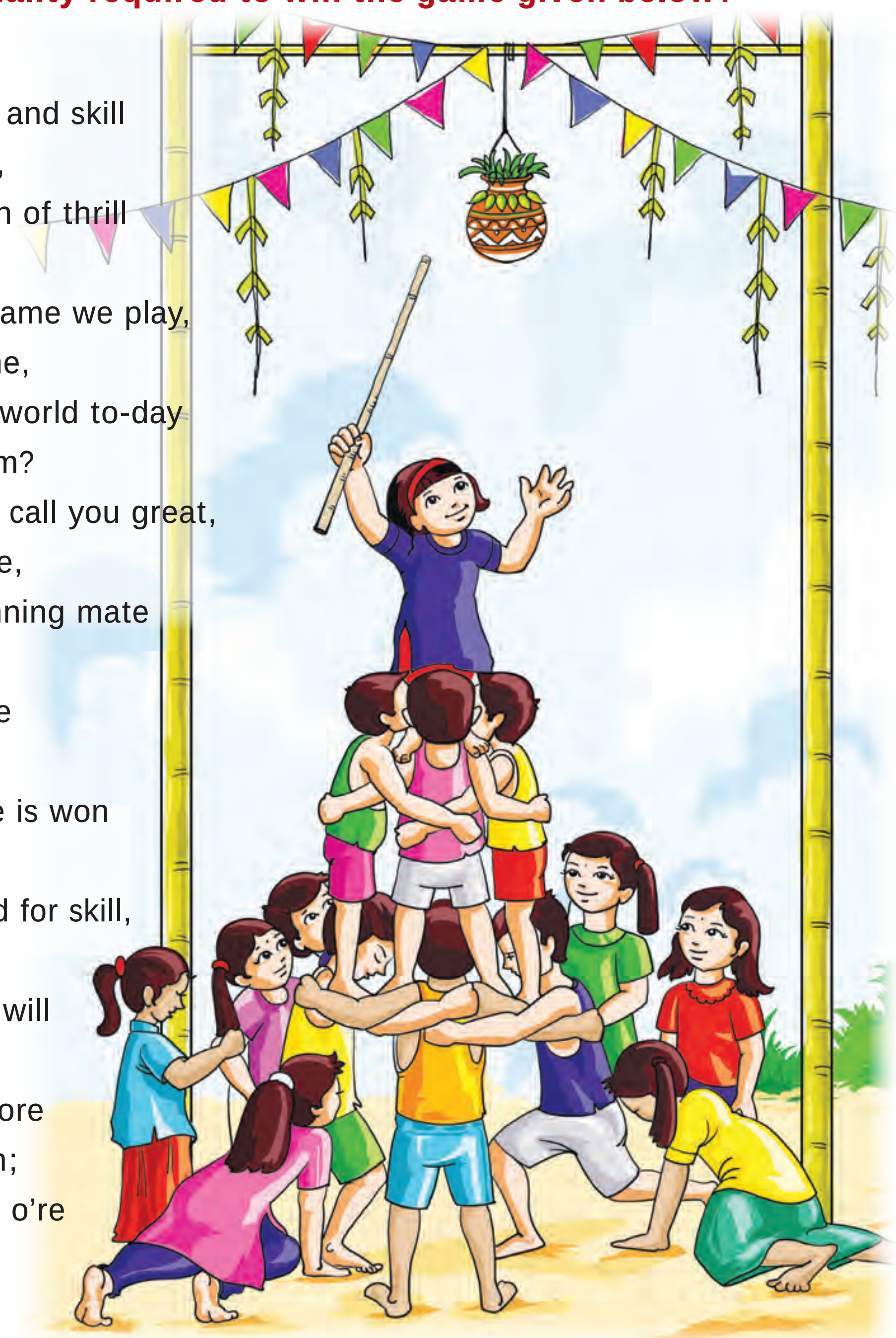
Team Work

WARM UP



2A7A95

What is the most essential quality required to win the game given below?



It's all very well to have courage and skill
And it's fine to be counted a star,
But the single deed with its touch of thrill
Doesn't tell the man you are;
For there's no lone hand in the game we play,
We must work to a bigger scheme,
And the thing that counts in the world to-day
Is, How do you pull with the team?
They may sound your praise and call you great,
They may single you out for fame,
But you must work with your running mate
Or you'll never win the game;
Oh, never the work of life is done
By the man with a selfish dream,
For the battle is lost or the battle is won
By the spirit of the team.
You may think it fine to be praised for skill,
But a greater thing to do
Is to set your mind and set your will
On the goal that's just in view;
It's helping your fellowman to score
When his chances hopeless seem;
Its forgetting self till the game is o're
And fighting for the team.

- Edgar A. Guest (1881-1959)

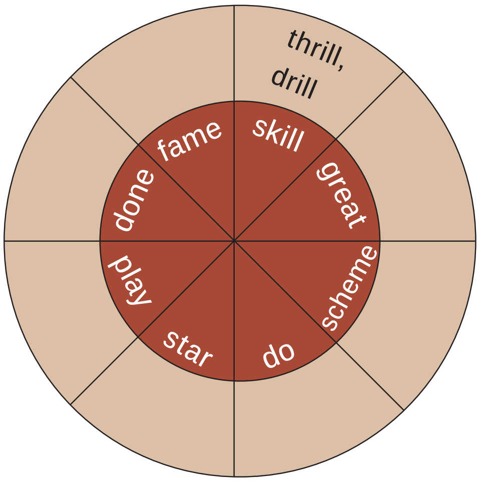
About the Author.

Edgar Albert Guest began his illustrious career in 1895 at the age of fourteen when his work first appeared in the Detroit Free Press. His column was syndicated in over 300 newspapers, and he came to be known as **"The Poet of the People"**. Guest was made **Poet Laureate of Michigan**, the only poet to have been awarded the title. His poems often had an inspirational and optimistic view of everyday life.

GLOSSARY

Deed - Act; Achievement
Scheme - Plan
Fame - Glory
Mate - Companion; Partner
Spirit - Will; Determination
O're - A(poetic)abbreviation for 'over'

A. Read the poem aloud and fill in the wheel with its rhyming pair. Also try giving your own rhyming word. One is done for you.



B. Fill in the table.

Contraction is a shortened form of a word or group of words, with the omitted letters often replaced in written English by an apostrophe (').

It's	It is
Doesn't	
There's	
	You will
That's	
	I have
He'd	
Aren't	
	He has
Won't	
	Can not

C. Answer the following questions.

1. What qualities are needed to play a game?
2. What helps one win the game?
3. How is team spirit created?

D. Read the lines and answer the questions given below.

1. *It's helping your fellowman to score*
   When his chances hopeless seem;
   Its forgetting self till the game is o're
   And fighting for the team.

   a) What does '*it*' stand for here?

   b) Write the rhyme scheme for the above lines.

2AG6AS

2. *They may sound your praise and call you great,*
   They may single you out for fame,
   But you must work with your running mate
   Or you'll never win the game;

   a) Whom does '*they'* refer to?

   b) Which line talks about team spirit?

   c) Pick out the rhyming words from the given lines.

E. Pair work. Discuss with your partner and list out any five team games.

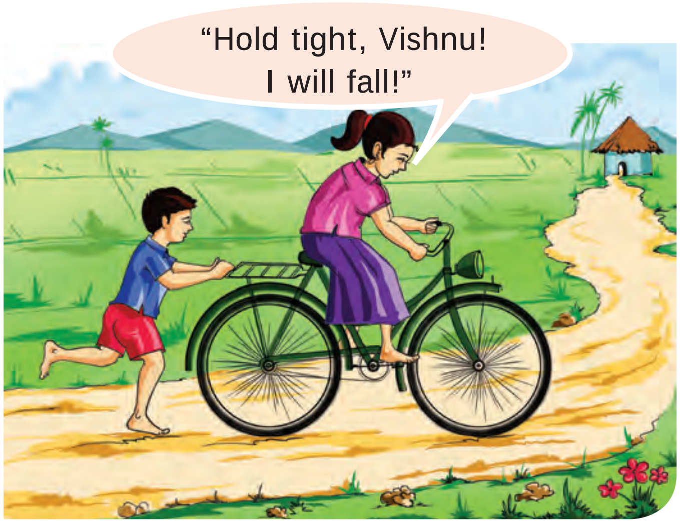
1. ____________________________.
2. ____________________________.
3. ____________________________.
4. ____________________________.
5. ____________________________.

Supplementary

Think To Win

The bicycle wobbled as ten-year-old Rucha leaned forward in the seat and pumped the pedals. "Hold tight, Vishnu! I will fall!" she shouted to the boy who ran behind, steadying the bicycle. For the past two weeks he had been teaching her to ride. "Don't worry, Ruchaji, you are doing well," he puffed. For a few moments he let go off his hold and Rucha was on her own. Of course, she did not know it and rode along smoothly. "Vishnu, stop the cycle. I want to get off," Rucha called. "Use the brake!" Vishnu called out. His voice came from some distance away and, Rucha realised that he was not holding the bicycle any more. "I WILL FALL! I WILL FALL!" she wailed. And, before Vishnu could reach her, the bicycle wobbled, tilted to one side and Rucha was deposited into a bush. Shaken but unhurt, Rucha cried angrily, "I told you to hold tight. I told you I would fall!" she glared at Vishnu. "But, Ruchaji, you were riding quite well and anyway you have to learn riding without someone holding the cycle, isn't it?" Vishnu explained. "See I fell, didn't I?" Rucha would not be pacified.

2AQ2CF



She stormed into the house to complain. You fell. Doesn't matter," said her mother calmly. "We all do when we are learning to ride a cycle. At least you are not hurt." "The bicycle is too big for me," Rucha complained. "When I am in the seat, my toes barely touch the ground." Her mother explained to her that she found nothing wrong with it. Riding a cycle of that height was right for her. After all, she was growing up! "Mummy, may I ride the bicycle?" asked Seema, Rucha's sister, younger to her by three years.

"No, Seema, you cannot," Rucha cut in before her mother could answer. "When it is so high for me, how can you sit? You are much shorter." No amount of pleading helped.

There was a considerable contrast between the two sisters. Rucha was very protective of her younger sister. She was overprotective with her. Rucha herself had been overprotected. She seldom did things rashly. Even in running and playing, she would be conscious of her movements. Seema, on the other hand, was bold and prone to taking risks.

Next week, inter-house badminton matches were to be held in the school. Rucha was in the senior team. She gave up other activities and practised with her friends. "Rucha, hit harder," they told her on the day of the match.

Aruna, a very good player of their house, was expected to win. And she did. Rucha and her opponent were almost evenly matched and Rucha lost the game by a couple of points.

Their house stood second in the overall tally. "I can't seem to win," said Rucha remorsefully. "You played all right," Aruna consoled her. "The time when your opponent was at the net, if you had hit just a little harder over her head, you could have won that point."

"I know, I know," replied Rucha, "but somehow I always make such mistakes."

"You must practice more. That is all," Aruna told her.

"I suppose so," Rucha replied gloomily.

"Cheer up now," Aruna told her. "At least you tried. I say, the inter-school sports meet is coming up. You are in the school's relay team, aren't you?"

"I will probably make everyone lose the race," Rucha said, still gloomy.

"Don't think that way," Aruna pleaded with her. "You run fast. We need you."

Rucha finally agreed to stand in if no better person could be found. Meanwhile, she would train with the rest of them under the new PT instructor, Prakash Sir.

He was very enthusiastic about sports and drove the children hard—praising, scolding, correcting but mostly encouraging them.

"Rucha, you are nimble and light. You can do better than that," he told her often.

"How can I do that?" Rucha confided to Aruna. "I will most probably fall."

"Don't be silly. We are all trying to better ourselves. You must try too," Aruna told her.

"Springfields have a very FAST RUNNER in their team." Shabnam, their teammate informed them. "Has anyone heard about her? It seems they call her P.T. Usha!"

Prakash Sir overheard this conversation. He took a quick decision. “The girls’ relay team, gather here in five minutes,” he called out. All the girls came together. “Girls, I have been watching you all. You need some more practice, more time on the field. You are not doing enough,” he told them. Vociferous protests greeted this. “All right, all right, girls, calm down,” he held up his hands, placating them. “Tell me, what is your goal. To WIN the race, isn’t it? Not just to make an attempt. To win! Are we agreed?”

The girls murmured their assent.

“I know you have been training. You just need to give a little extra push to your efforts to win. I know all of you have it in you,” he told them.

“Right, let us start with these exercises.” He showed them exercises that would allow their legs to stretch more, stride faster. Then he trained them in the skill of passing the baton without losing speed. “Don’t slow down when you near your next team member,”

Prakash Sir said,“Maintain your speed while passing your baton. Only when the baton has left your hand, you slow down. Do you understand? And you, who are going to receive the baton, also keep in motion, jogging. All right enough for today. Report to me same time tomorrow again.” Then turning to Rucha, he said, “I want a word with you. You are apt to slow down after starting well,” said Prakash Sir. “Don’t do that. Maintain your speed,” he advised her.



“Sir, I am not very good,” Rucha said dolefully.

“No self-doubts, Rucha! This is exactly what I have been wanting to tell you. You must have a POSITIVE ATTITUDE. Don’t even think of losing. See yourself winning! Think to win! Only to win! You can do it, I can feel it.” Rucha went home with Prakash Sir’s words ringing in her ears.

The next few days he saw the girls training extra hard. Prakash Sir was never far, even as he trained other children.

The day of the sports meet DAWNED and the children piled into buses to reach the venue. There was laughter and a great deal of joviality as Prakash Sir had seen

to it that they were fit and relaxed as well. The stadium, where the meet was being held, bustled with great activity. Children from several schools were moving around checking out the different venues where particular events were to be held. Prakash Sir collected the schedule and gave the girls **appropriate** instructions. The Principal of the host school inaugurated the meet with a short speech and also introduced the participating schools. Then the events started. Rucha and most of the other children of their school easily got through the heats to enter the finals scheduled for the following day. The next morning, after a few individual events, it was time for the girls' relay race. Four schools had entered the finals. Rucha, Aruna, Shabnam and Neelam were Team B.

Prakash Sir gave them final words of encouragement.

"Girls, you are a good team. You can win! Go ahead and show your **mettle!** Good luck."

Shabnam, a tall girl, was their first runner. She would pass the baton to Neelam, Neelam would pass it to Aruna, and Aruna to Rucha, who would be finishing the race for them. The **whistle** blew and the first runners were off. With her long strides, Shabnam gave the team a marginal lead. But by the time Neelam had passed the baton to Aruna, both Team A and D had drawn level with her. Then, the runner of Team D fumbled and dropped the baton. Aruna ran for all she was worth, just managing to keep abreast of the runner of the Team A.



Finally, the baton was in Rucha's hand. She had already noted with dismay that she was pitted against 'P.T. Usha' of Team A. **'Just my luck,'** the thought had flashed through her mind. She had quickly put that thought aside, and when the baton was passed to her, she was more than ready. She heard the shouts of her schoolmates, "Rucha, come on! Ru...cha! Ru...cha!" Out of the corner of her eye, Rucha saw 'P.T. Usha' trying to overtake her. **FLEETINGLY**, she thought, 'Not again!' Then Prakash Sir's words came to her: 'Think to win!' The next moment, Rucha was conscious of nothing except the tape at the finishing line which she had to reach. Totally absorbed, she ran, she lost track of time and distance.

She ran on, not conscious of the fact that the race was over till Aruna called out to



her, "Rucha, you have won! We have won!" And she was hugging and kissing her. Prakash Sir was beaming at her and everyone was applauding her. Even 'P.T. Usha' came over to shake her hand.

"I thought I was fast, but you were simply superb!" she shook hands with her. It is always a proud moment for the winner of a medal when she is called to the victory stand, but for Rucha, it had a double meaning. She had overcome her hesitations and denials. She could win whenever she chose to!

-LATA KAKU

A. Choose the correct answer.

1. "Girls, you are a good team."
   Which team do the girls belong to?
   a. Badminton b. Hockey c. Relay d. Volleyball

2. Springfields is the name of a ___________ .
   a. team b. house c. company d. school

3. The inter-school sports meet refers to competitions among the ___________ .
   a. teams of the same school b. schools in the locality
   c. schools in neighborhood d. schools from other districts

4. Seema is Rucha's ___________.
   a. friend b. teammate c. younger sister d. opponent

5. Order the names of the members in Team B relay event. Shabnum was followed by
   a. Neelam, Aruna, Rucha b. Aruna, Rucha ,Neelam
   c. Neelam, Rucha, Aruna d. Aruna, Neelam, Rucha

2AYXE3

B. Answer the Following.

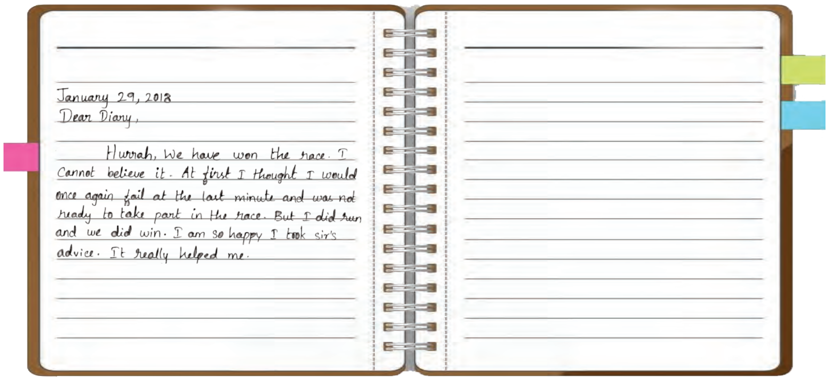
1. How does Rucha differ from her sister?
2. 'Springfields has a runner and they call her P.T. Usha'. Why did they call her so?
3. Describe the qualities of the new P.T. Instructor Mr. Prakash.
4. What words were ringing in Rucha's ears when she was running in the relay?
5. What did Rucha finally realise about herself?

C. Read the given lines and answer the questions.

1. *His voice came from some distance away and, Rucha realized that he was not holding the bicycle any more. "I will fall! I will fall!" she wailed.*
   - a. What was she afraid of?
   - b. Was the boy closely following her?
2. *For the past two weeks he had been teaching her to ride.*
   - a. Who was teaching whom?
   - b. What was he teaching?
3. *Even 'P.T. Usha' came to shake her hand. "I thought I was fast, but you were simply superb!" she shook hands with her.*
   - a. Who does the word 'you' refer to?
   - b. What quality of the speaker is revealed?

D. Think and answer.

Imagine you are Rucha and make a diary entry on your feelings about the day's happening and your victory. The start is given. Complete the diary.



E. Discuss in class.

- How did Rucha overcome her self- doubts? How can shyness and fear be overcome?

F. Role play.

- Work in groups and enact the story.

Select the character you are going to impersonate.

- Read the story carefully.
- Prepare your dialogue.
- Co-ordinate with your group.
- Present your skit to the class.

PROJECT



G. Prepare a collage on different sports and present it in the class.

CONNECTING TO SELF



Together Everyone Achieves More (TEAM).

KEY TRAITS FOR WORKING IN A TEAM



Positivity

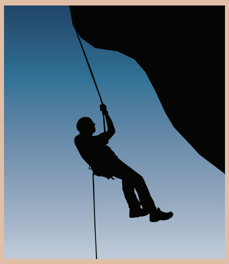
Believe in yourself. 1

Take part in competitions, prayer activities, etc.,

Communication

2 Interact with your classmates, team mates, and teachers at the right time.





Dedication

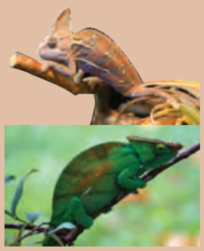
Put your heart and soul into whatever you do, to turn your dreams into reality. 3

Willing

4 Never let an opportunity slip by.

Take part in scholastic and co- scholastic activities willingly.





Adaptability

Adapt yourself to the changing needs. 5

Make use of the technology available for learning.

Discuss: Have you ever employed any of these qualities in your daily life? Share your experience.

STEPS TO SUCCESS

Identify the sport name from the given wuzzles. One is done for you.

AT LET ✓✓✓✓✓✓	SSSSSSSSSS MATCH	SKATING IIIIIIIII IIIIIIIIII
ATHLETICS		
	BALL	ATHALON ATHALON ATHALON

Find the odd one out.

eg. Weight lifting, Boxing, Silambam, Fencing — Weight lifting

1. Hide and Seek, Kho-Kho, Tennikoit, Kabaddi ______
2. Badminton, Cycling, Tennis, Squash ______
3. Trapeze, Throw Ball ,Bowling, Goalball ______
4. Snooker, Polo , Five Pins, Carrom Board ______
5. Cricket, Base Ball, Hockey, Basket Ball ______

LEARNING LINKS AND REFERENCES

E-links	1.	https://www.kheloindia.gov.in
	2.	https://www.india.gov.in/topics/youth-sports/games
	3.	https://www.womeninsport.org
	4.	https://www.olympic.org/women-in-sport-commission
	5.	https://www.independent.co.uk/sport/the-50-most-influential-women-in-sport-the-full-list.
	6.	https://www.womenssportsfoundation.org
	7.	https://ngwsd.org
Books	1.	Ranji's Wonderful Bat & Other Stories - Ruskin Bond
	2.	Sports Magazines

Pioneers in Sports

National School Games 2017-2018

Taekwondo



V. Ishwarya
N.L.C.G.Hr. Sec. School
Neyveli.
under 17, above 68 kg



V.S. Ajeitha Sri
N.L.C.G. Hr. Sec. School
Neyveli.
under 17, above 49-52 kg



S. Rajamanickam
Govt. Hr. Sec. School
Perambalur.
under 19, above 40-42 kg



G. Sneha
Govt. Hr. Sec. School
Selam.
under 19, above 42-44 kg

Lawn Tennis





Volleyball





ICT CORNER

Sport Stars

Experience the thrill of playing sports word quiz game.



Figure 1: Screen shot of the 'sports quiz' game

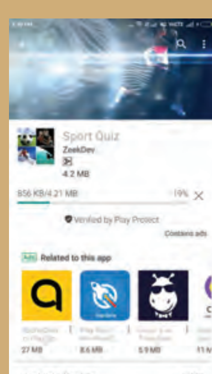
Procedure:

Step-1 : Scan the QR code and install the game from Android play store.

Step-2 : Open the game and click play to start.

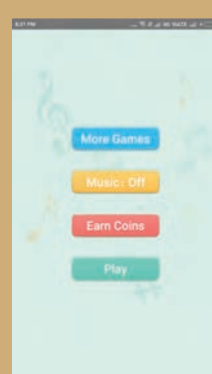
Step-3 : Look at the picture clue. Drag and drop the letters to coin the name of the sport.

Steps to install the game from play store



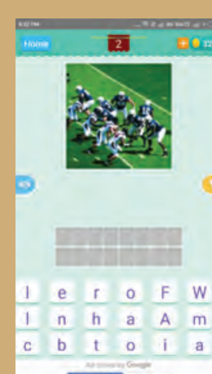
Step 1

Figure 2: Type the word, 'sports quiz' in the search bar of the Android play store



Step 2

Figure 3: Install the game and click play to start playing



Step 3

Figure 4: Drag and drop the letters according to the picture

Language Activity:

- Collect the names of different sports by playing this quiz.
- Talk about your favorite sport in the class.

B438_6_ENG_T2

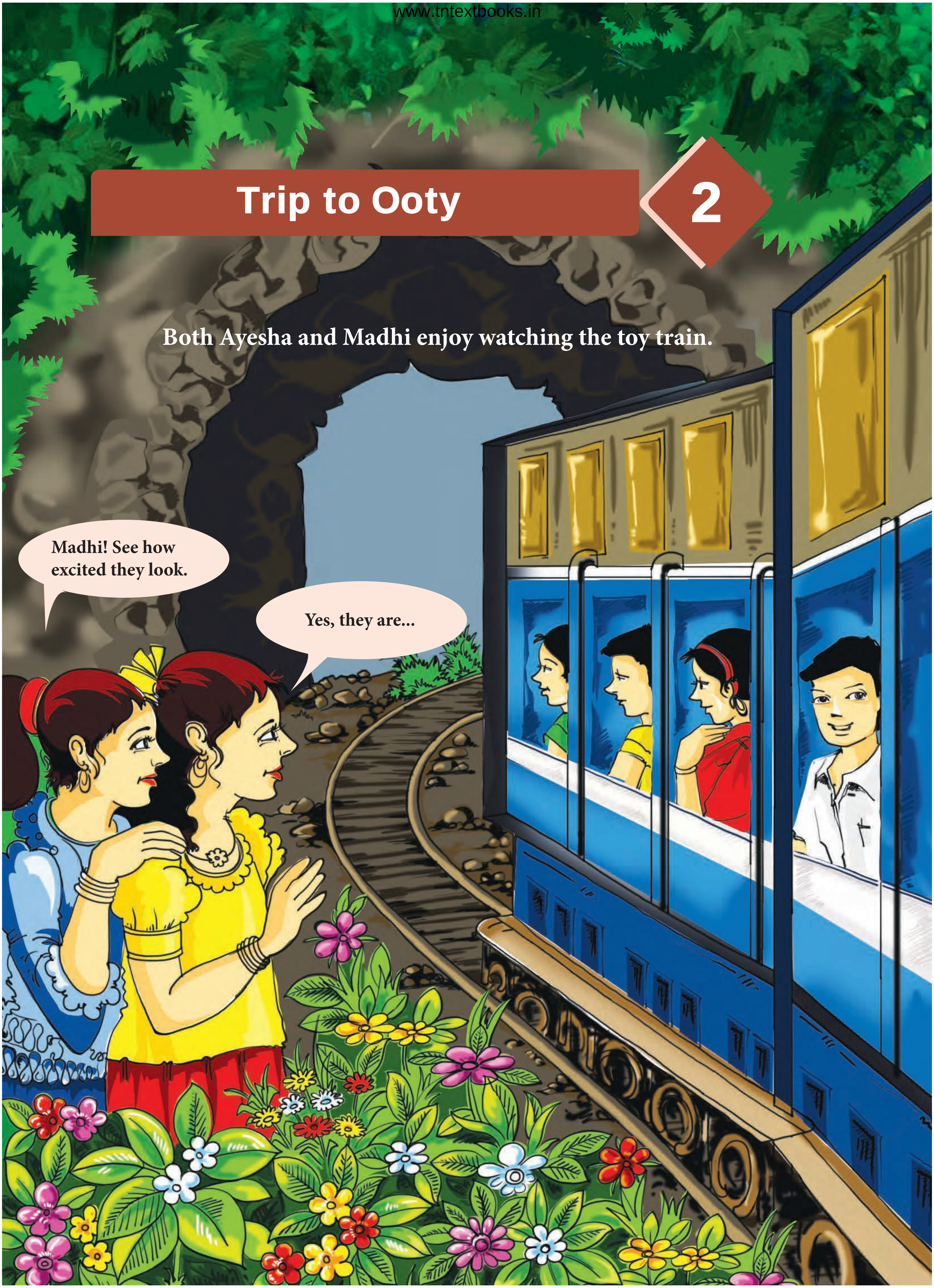
Learning Objectives:

1. To know different sports.
2. To develop speaking skill.

URL:
https://play.google.com/store/apps/details?id=com.zeek.sportquiz

Trip to Ooty

2

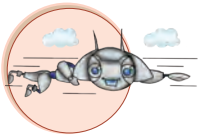


Both Ayesha and Madhi enjoy watching the toy train.

Prose

2 Trip to Ooty

WARM UP



2B8TFQ

Work in groups. Look at the pictures. Describe them.









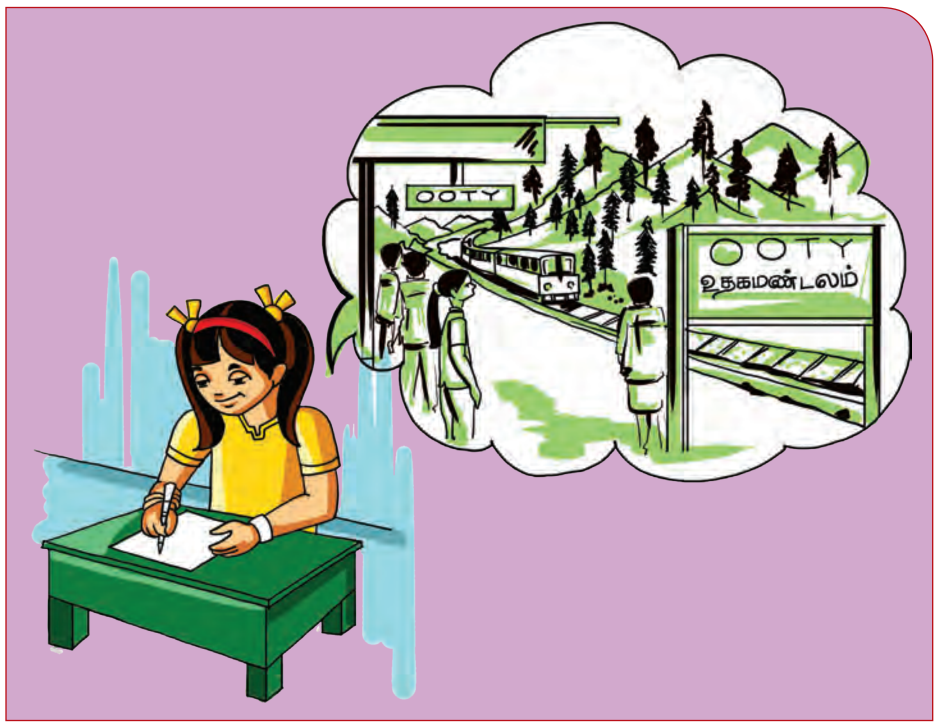
Now, discuss the following questions in pairs and share your ideas with the class.

1. Where would you like to go for a picnic?
2. Would you like to go with your friends or parents?
3. How do you prepare yourself for a picnic?
4. Why do we arrange educational trip in schools?

Section I

READING

Listen to your teacher reading the first part of the letter.



Coimbatore

20.11.2017

Dear Malli,

Thanks for your letter and it was great to hear from you. You asked me to tell you about my trip to Ooty with my friends. I had the most wonderful time. Twenty girls and boys from class six went on the trip. Our class teacher Geetha madam and two others took us.

My grandmother has told me about the beautiful journey to Ooty by the toy train many times. She said that it was a spectacular trip up and down the slopes with birds and trees dancing along. Ooty is so close to Coimbatore but I have never been there nor seen that train. So I was really thrilled when the school arranged this trip. You can imagine how excited I was when I stepped into the toy train with my friends.

I looked around at the wooden chairs with cushioned seats and oil painted walls as I put my bag on the **mesh** of the luggage rack. I was bubbling over with excitement.

"Hi Fatima, isn't this fun?" I called out as my friend came into the compartment. "Come, sit here. I have kept a seat for you. You can keep your bag next to mine. What have you brought to eat?" "Parotta and delicious chutney. Did you see the train? It's so beautiful!" Fatima replied.

Our teacher, Geetha madam, came around to see if everyone was seated properly. "The train is about to leave so take your seats everyone," she said. Just then the train started with a jerk. It moved very slowly, leaving the station with a long hoot. Everyone clapped. The train went **snaking** up the steep hillside, weaving its way through forests of tall trees **swaying** in the breeze.

One of the boys, Muthu, said, "It is going so slowly, I can walk along its side." And he got up to go to the door.

From the other end the teacher saw him and said in a firm voice, "Muthu, go back to your seat at once." The girls **sniggered** and Muthu sat down with a long face.

Read the following questions and answer them.

1. Where did the boys and girls go?
2. Why did Muthu say that he could walk along its side?
3. Why did the girls snigger?

GLOSSARY

Mesh	-	Material made of a network of wire or thread
Swaying	-	Moving slowly or rhythmically
Snaking	-	Moving like a snake
Sniggered	-	Laughed in a half suppressed way

2BHPHD

Section II

Read this section of the letter on your own. Underline the sentences that tell you about the scenes outside. Describe it to the class.

The scene outside was beautiful with the purple-blue mountains forming a lovely backdrop to the green fields and tea estates. Monkeys were racing all along the tracks. Some were in groups and some had babies **clinging** onto them.

"Look Fatima, doesn't that monkey look cute holding on to its mother's stomach?" I pointed excitedly. The monkeys were really bold. One of them tried to **snatch** a banana that a girl had in her hand, as she leaned out of the window to look at the train curving behind on the track. She let out a **scream** and moved back. Now it was Muthu's turn to snigger.

I looked **entranced** at the misty clouds which covered the mountains and moved in and out of the forests. It looked just like a dream sequence in a movie. Fatima pointed to a bubbling stream with a small waterfall.

"Look Merlin, can you see that bird there? It is such a pretty blue and has such a lovely crown," she said. Just then the train stopped suddenly with a **thud**.

"Oh, what happened?" asked a boy. "Hey, why has the train stopped?" shouted another passenger.

But, nothing could stop Muthu. He and his friends were the first to step out to see what had happened. Geetha madam tried to stop the children running out but they were too excited and begged to be allowed to go out. In the end the whole compartment stepped out. And what a sight greeted their eyes!

Discuss and answer the following questions.

1. Why did the girl scream?
2. Why did Muthu and his friends step out of the train?
3. Describe the beauty of the blue mountain.

GLOSSARY

Clinging - Fitting closely to the body
Scream - Cry in a high pitch
Snatch - Quickly seize (someone) in a rude or eager way
Entranced - Filled (someone) with wonder and delight, holding their entire attention
Thud - A dull sound, as that of a heavy object striking a solid surface

Toy Train

The Nilgiri Mountain Railway was built by the British in 1908. Mountain Train is another showcase of heritage of India. This rail connects Udagamandalam and Mettupalayam. The journey is the most picturesque train ride that mesmerizes travellers of all age groups. This train travels through 208 serpentine curves, 16 tunnels, 250 bridges, waterfall hood, cliff edges and tea estates covering a distance of 26 km. The uphill journey takes almost 4 hours. In the year 2005, UNESCO declared the Nilgiri Mountain Railway as an extension of the World Heritage Site Darjeeling Himalayan Railway. Vintage Steam Locomotive is still retained as an excellent attraction to this train.





Section III

Read this section of the letter silently. Discuss with your partner and describe the incident.



There was a cute baby elephant sitting on the track! The mother elephant was nearby **trumpeting** loudly. The engine driver tried to **coax** the baby off the track with a bunch of bananas. The mother didn't let anyone near the baby. So, people stood around trying to make the baby move by making all kinds of sounds. The baby just sat there looking frightened and the mother kept trumpeting. Finally, Muthu, the naughty boy of the class, went up to the baby with a bunch of bananas. Just as it moved to eat it, he moved backwards. He kept doing this till the baby was out on the side of the tracks. Luckily, the mother too, stopped trumpeting and watched the whole show. Everyone cheered as the baby started eating the bananas. Many bunches of bananas were piled near the baby and the mother. As they were eating, everyone got into the train and it left after a delay of half an hour. Geetha ma'am had told us that we would see elephants if we were lucky!

"Madam wouldn't have imagined we would see a wild elephant this close!" said Fatima.

It was such a fantastic trip. On a normal fast train ride, we do not notice the scenery or the landscape. It rushes by so fast. But slowly **chugging** up and down the beautiful mountainside was different. I will never forget the wide, wind-swept tea estates, cloud covered mountains or the swaying trees. It was enchanting to listen to the **murmur** of streams and waterfalls and musical bird calls. We even saw an elephant and its baby! Our whole group was so excited by the trip and they still talk about it.

Your loving friend,

Merlin

Think and answer.

1. What made the trip a memorable one?
2. What does the phrase 'presence of mind' mean? Explain the phrase using Muthu's action.
3. What is the difference between this toy train and a normal train?

GLOSSARY

Trumpeting - Making a loud noise

Chugging - Move slowly making regular muffled sounds, as of an engine running slowly

Coax - Persuade (someone) gently to do something

Murmur - To make a low, continuous, indistinct sound; grumble

2BRKJ1

READ AND UNDERSTAND

A. Choose the most appropriate option.

1. Merlin was thrilled when the school arranged the trip because ___________ .

   a. Geetha madam arranged the trip

   b. She had heard about the beautiful journey by the toy train

   c. She wanted to visit Ooty

   d. She loved to go with her friends

2. The teacher asked the children to take their seat because ___________ .

   a. the children had to take their breakfast

   b. she wanted to check whether all the children were present

   c. the train was about to move

   d. the train was about to stop

3. Geetha madam couldn't stop the children running out of the train because they _____ .

   a. wanted to relax themselves

   b. wanted to see what had happened

   c. were getting bored sitting inside the train

   d. wanted to enjoy the beauty of nature

4. The people were making all kinds of sounds because ___________ .

   a. they wanted to move the baby elephant out of the track

   b. they were afraid

   c. they were confused

   d. someone stopped the train

5. We do not really see the landscape from a normal train because the __________ .

   a. train travels along the city

   b. train never passes through such places

   c. windows are closed

   d. train travels too fast

B. Recall Merlin's memories and complete the story map.

Merlin's class teacher arranged a trip to → ______ → ______

↓

______ ← ______ ← A monkey snatched a banana from a girl.

↓

It was a memorable trip for everyone. → ______ → ______

C. Narrate the story based on the story map.

D. Write the story in your own words.

VOCABULARY



E. Complete the words by reading their meaning.

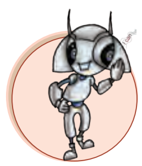
1. s_e_ta_u_ar - eye catching
2. _x_i_e_ - thrilled
3. d_l_c_ _ _s - tasty
4. s _re _ _ - shout
5. f_i_h_e_ _d - afraid

A **syllable** is a unit of sound in a word. Each unit consists of a vowel sound. Example: The word 'water' has two syllables 'wa' and 'ter'.

F. Now, try splitting each of these words into syllables.

Wonderful	
Behind	
Bananas	
Excitement	
Snatch	
Windows	
Thud	
Everyone	

*LISTENING



G Listen to your teacher reading a passage on Udhagamandalam – the Queen of Hill Stations. Tick the appropriate answer.

1. Udagamandalam is located in the Western Ghats zone at an altitude of ________.

   a. 2045 m b. 2240 m c. 2234 m d. 2040 m

2. Centuries ago Udagamandalam was called ___________.

   a. Ooty b. Otacamund c. Oththai-Kal Mandu d. Mund

3. The maximum summer temperature of Udagamandalam is _________.

   a. 10°c b. 21°c c. 25°c d. 20°c

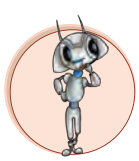
4. Udagamandalam was inhibited by tribals called ___________.

   a. Toda b. Irula c. Mund d. Britons

5. Ooty was the Summer Capital of the _____________ during the British Rule.

   a. British b. Todas c. Tourists d. Madras Presidency

SPEAKING



H. Travelling can help a person to understand and appreciate different places. Discuss in groups and talk about the places you have visited recently. Present your experiences to the class.

*** Text for listening is in page number : 140**

H. Look at the picture of a village festival carefully. Talk about the activities that are going on by using the hints given in the help box.

About the place and the people — what is happening: what do the children and the adults do? – kind of shops – performances



PICTO GRAMMAR



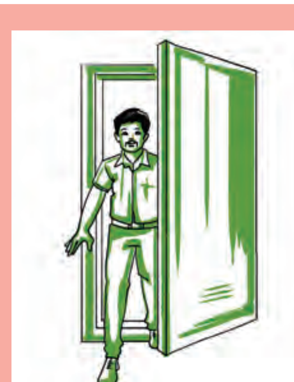
2C1GKN

SIMPLE PRESENT TENSE



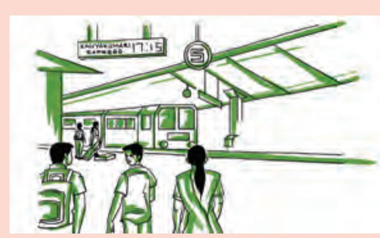
Past Present Future

Magnet attracts iron.



Past Present Future

He opens the door and enters the room.



Past Present Future

Kanyakumari Express departs at 5:15 p.m.

Simple Present Tense

a. Facts that exist at all times: Magnet attracts iron.

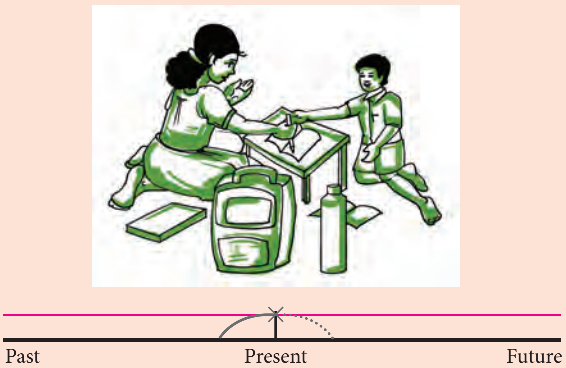
b. Permanent situation: I live in Chennai.

c. Expressing actions happening now: He opens the door and enters the room.

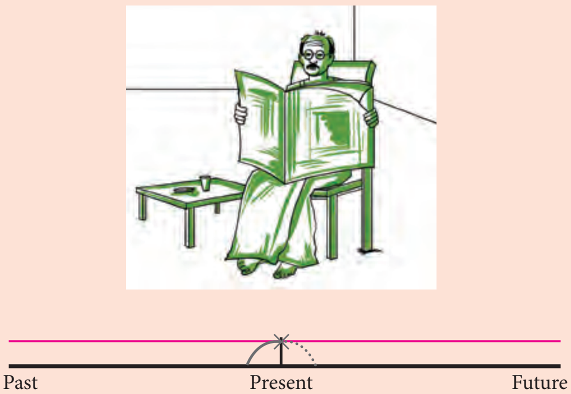
d. Habitual actions: Ravi goes to school at 8:30 a.m.

e. Future reference: Kanyakumari Express departs at 5:15 p.m.
Venkat will leave the class as soon as Anbu arrives.

PRESENT PROGRESSIVE TENSE



You are always disturbing me.



My grandfather is reading the newspaper now.

Present Progressive Tense

a. Unfinished Actions Now : My grandfather is reading the newspaper now.

b. Annoying Habits : You are always disturbing me.

c. Definite Future Plans with time word: The Prime Minister is visiting Chennai tomorrow.

J. Read the sentences given below. Does the action happen every day or is it happening at this moment?

1.	Deepa waters the plants every morning.	
2.	A triangle has three sides.	
3.	Sandhya is writing a letter.	
4.	The children are playing in the garden.	
5.	I go to school regularly.	

K. Read the sentences given below and circle the verbs appropriately.

1. Children **like / likes** ice-creams.
2. Birds **is flying / are flying** in the sky.
3. The doctor **is treating / are treating** the patient.
4. Our school **is commencing / commences** at 9.00 in the morning.
5. The florist **sell / sells** flowers on the street.

L. Vimala and Srinath have met after a long time. Read the conversation given below and complete the dialogue. Role play the situation with your own words.

Vimala : Hello Srinath, I haven't seen you for a long time. Where are you rushing off?

Srinath : ________________________ hospital.

Vimala : Why are you going to hospital? Are you ill?

Srinath : No, I ________________ to see my friend.

Vimala : Oh! What happened to him?

Srinath : __________________________.

Vimala : Are you ________________ tomorrow?

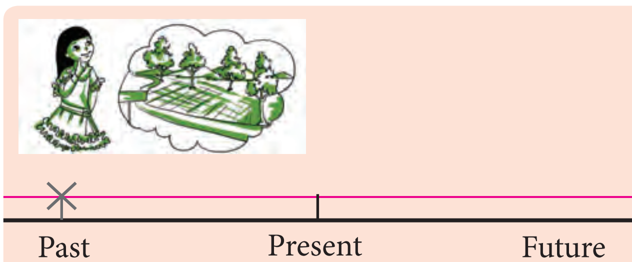
Srinath : Yes, I am free.

Vimala : You are in a hurry, meet you tomorrow. Take care.

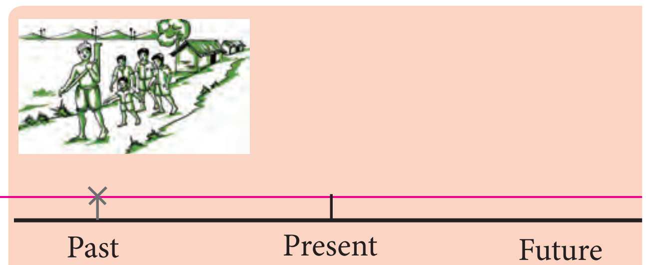
Srinath : Ok! Bye.

2CACMB

SIMPLE PAST TENSE



Merlin went to Ooty last week.



Once there lived a farmer. He had four sons.

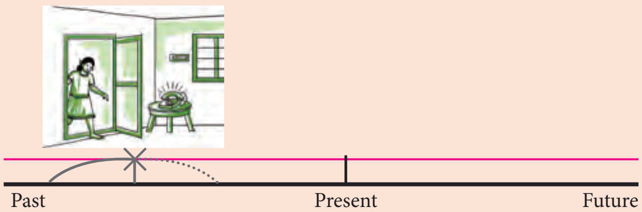
Simple Past Tense

a. Completed action: Merlin went to Ooty last week.

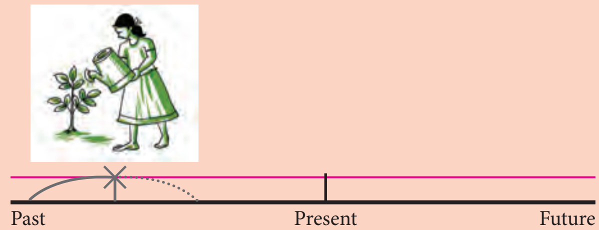
Shakespeare wrote 'The Tempest'.

b. Actions in stories: She boarded the train and looked for her friends.

PAST PROGRESSIVE TENSE



When I entered the room, the telephone was ringing.



Malathi was watering the plants all day.

Past Progressive Tense

a. Overlapping action: When I entered the room, the telephone was ringing.

b. Past habits: Arun was eating a lot of junk food those days.

c. Emphasis of length or duration: Malathi was watering the plants all day.

d. Recalling the past: It was raining that day. I remember it well.

M. Sinduja is getting ready to sleep. She starts writing her diary. Help her complete it by using the verbs given in brackets.

(start eat have finish go reach)

1. I got up at 7'O clock.
2. I ______________________breakfast.
3. I ______________________ to office by car.
4. I ______________________ to work.
5. I ______________________ lunch at ______________________.
6. I ______________________ my task at 7 p.m.
7. I ______________________ home at 8 p.m.

N. Read the sentences carefully and fill in the blanks with suitable tense form of the verbs given in brackets.

1. The doorbell rang, while I ___________ (do) my homework.
2. We saw an elephant, while we ___________ (go) on a trip to Ooty.
3. Mary fell asleep while she ___________ (read) a book.
4. The television was on but nobody ___________ (watch) it.
5. Baskaran hurt his hand while he ___________ (cut) mangoes.

LANGUAGE CHECK POINT

		
☒ I have seen him yesterday.	☑ I saw him yesterday.	? The present perfect is a present tense. It can't be used with adverbs of past time.
☒ I will call you when dinner will be ready.	☑ I will call you when dinner is ready.	? When the verb in the main clause is in the future tense, the verb in the subordinate clause should be in the present and not in the future.
☒ I am getting up every day at 6 a.m.	☑ I get up every day at 6 a.m.	? Habitual action should be in simple present tense.
☒ I am thinking it's an interesting book.	☑ I think it's an interesting book.	? When using 'think' to express an opinion, do not use the continuous form of the verb.

WRITING



O. Read the informal letter given below.

Sender's address:

15, Beach Road

Kanyakumari

Date: 10th July 2018

Salutation: Dear Rosy,

Body of the letter:

How are you? I am fine. I couldn't write earlier, because I was very busy.

I like my new home. It is a lovely house. I have a big bedroom looking over the garden. I helped Mummy paint the bedroom walls yesterday. We chose a pretty yellow.

A boy called Sundar lives next door. He likes animals not just like we do but even more. He says he is going to be a Vet when he grows up.

I am still thinking about being a writer. Do you want me to send the story I am writing. It is all about Ooty – the Queen of Hill Stations.

Write soon. I am looking forward to hear all your news.

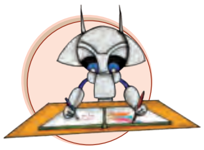
Subscription: Yours lovingly

Signature : Mangai

Now write a reply to Mangai.

Sender's Address	
Date	
Salutation	
Body of the letter	
Subscription	
Signature	

CREATIVE WRITING



P. The Pooja holidays are about to start. Prasanth and Deepak are friends. Both their families have planned to go on a trip to Munnar. Develop a conversation on how they plan for their trip.

Plan:

- How many days for the trip?
- What mode of transport to use?
- Which route to take?
- Which hotel to book for the stay?
- What are the tourist spots to be visited?
- What are the things to be packed for the trip?

Poem

From A Railway Carriage

WARM UP



2CJ8NY

Read the title.

- What do you think the poem is about?
- Have you been on a train?
- Close your eyes and think about the moving scene outside a train window.
- Take turns in class to describe one image that crossed your mind.

eg. I saw a tea vendor run past the window; I saw tall trees flash past...

Faster than fairies, faster than witches,
Bridges and houses, hedges and ditches;
And charging along like troops in a battle,
All through the meadows the horses and cattle:
All of the sights of the hill and the plain
Fly as thick as driving rain;
And ever again, in the wink of an eye,
Painted stations whistle by.
Here is a child who clambers and scrambles,
All by himself and gathering brambles;
Here is a tramp who stands and gazes;
And there is the green for stringing the daisies!
Here is a cart run away in the road,
Lumping along with man and load;
And here is a mill and there is a river:
Each a glimpse and gone forever!

- Robert Louis Stevenson

Robert Louis Balfour Stevenson (13 Nov 1850 – 3 December 1894) was a Scottish novelist, poet, essayist, musician and travel writer. His famous works are 'Treasure Island', 'Kidnapped', 'Strange Case of Dr. Jekyll & Mr. Hyde' and 'A Child's Garden of Verses'.

GLOSSARY

Charge	- To make a rush at or sudden attack upon a person or thing
Clamber	- Climb or move in an awkward and laborious way using both hands and feet
Brambles	- A prickly scrambling shrub of the rose family especially a blackberry
Tramp	- A person who travels from place to place on foot in search of work or as a beggar
Stringing	- Hang so that it stretches in a long line
Lumping	- Carry with difficulty
Glimpse	- See or perceive briefly or partially

READ AND UNDERSTAND

2CPH2P

A. Read the lines and answer the questions given below.

1. *Faster than fairies, faster than witches,*
   Bridges and houses, hedges and ditches;

a. What is faster than fairies and witches?

b. Why does the poet mention 'bridges and houses, hedges and ditches'? Where are they?

2. *Here is a child who clambers and scrambles,*
   All by himself and gathering brambles;

a. Where do you think the child is?

b. What does 'gathering brambles' mean?

3. *And ever again, in the wink of an eye,*
   Painted stations whistle by.

a. 'In the wink of an eye' means very quickly. Explain 'painted stations whistle by'.

4. *Each a glimpse and gone forever;*

a. What is 'each' over here? Why is it gone forever?

B. Answer the following questions.

1. What does 'charges along like troops in a battle' mean?
2. What word could best replace 'charges' in the poem - marches, rushes or pushes?
3. Why does the child clamber and scramble?

C. Think and Write.

1. Write a paragraph about 50 words describing the scenes that the poet passed by.
2. There is a connection between the rhyming words and rhythms of the train. Present your views about it.

D. Fill in the blanks to complete the summary.

Ever since their introduction, ____________, and their unique rhythms have ____________ poets. In this poem the poet shares his experience ____________ with us. He presents natural scenes seen from ___________ a railway carriage. The ____________ is regular and steady but ____________ from the window of the train is constantly changing. The poem's rhythm and phrases bring ____________ of a railway journey. The poet looks out of the window at the ____________ images outside. Every line we see here is a quick account of something seen for ____________. The line that best sums up is the final one: "Each a glimpse and gone forever!"

VOCABULARY



E. Find me in the poem.

1. I can help you to cross the river - ____________________ .
2. I can border your garden - ____________________ .
3. I can alert you - ____________________ .
4. I can carry you - ____________________ .
5. You can ride on me - ____________________ .
6. You can climb on men - ____________________ .
7. You can lay down on me - ____________________ .
8. You can play with me - ____________________ .

APPRECIATING THE POEM

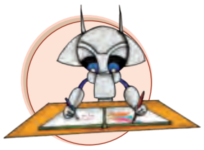
F. Work in pairs.

A **simile** is a figure of speech that directly compares two things. **Similes** explicitly use connecting words such as 'like' and 'as'.

eg. 'as cool as'; 'like a child'.

1. Discuss with your partner and pick out the similes used in the poem. Which one do you like the most? Why?
2. Discuss with your partner and pick out the rhyming words from the poem.

CREATIVE WRITING



Cinquain Poem

- Brainstorm some interesting nouns, verbs and adjectives connected to travel.
- Pick out the most descriptive words from your brainstorming and put your cinquain together.
- Your cinquain should have five lines and the finished poem should have only eleven words.

A **cinquain poem** has eleven words arranged like this :

Line 1: A single word title -a noun.

Line 2: Two words that describe the title- adjectives.

Line 3: Three words that describe the action of the title.

Line 4: Four words that describe a feeling in a phrase.

Line 5: One word that repeats the title.

e.g.:

Train
long snaking
hooting, chugging, steaming
along the winding tracks
Procession

G. Pick out the nouns from the poem. Write as many Cinquain poems as you can.

Supplementary

Gulliver's Travels

Gulliver, a ship's doctor, took a job on a ship that was going on a long voyage. The voyage started well but soon things changed dramatically. The ship got caught in a violent storm and was thrown off course. Then it hit a rock and broke up completely. Six of the crew members, including Gulliver, got into a small boat and rowed until they were overturned by a big wave which came up suddenly. Gulliver was a good swimmer and he managed to swim till he reached land.

2CT4QL

The coast appeared strange and lonely. Gulliver dragged himself along the shore. He looked for some people or houses. But there was no sign of life. Hungry and exhausted he fell on a patch of grass and fell into a deep sleep.



When Gulliver woke up he was lying on his back and the sun was in his face. When he tried to get up he found himself unable to sit up or move at all. Terrified and puzzled, he tried to turn his head. He found his arms and legs were securely tied with slender strings on each side and attached to pegs fixed on the ground. His hair, which was long and thick, was similarly tied down. He felt something moving along his body almost up to

his chin. To his surprise, he saw a human being not six inches high, with a bow and arrow in his hands, and a quiver at his back. Gulliver later learnt that these creatures were called Lilliputians. Startled by this sight, Gulliver cried out and soon managed to free his left arm. The frightened Lilliputians fired dozens of tiny arrows into his hand, face, and body until he once again lay down calmly. The Lilliputians then built a stage to Gulliver's side that was about a foot and a half tall, upon which an obviously important person stood and made a ten-minute speech to Gulliver in a language he could not understand.

By now Gulliver was really hungry. With gestures he signaled to the little people that he wanted food and drink. The Lilliputians first got Gulliver to promise to behave himself and then promised to get him some food. They soon brought baskets of meat and several loaves of bread, which he ate three at a time because they were so tiny. The Lilliputians also brought two barrels of drink, which he enjoyed, even though the barrels were smaller than a glass.

Gulliver was tempted, as he lay on the ground, to take up fifty of the small creatures in his hand and crush them, but he did not want to be pricked with arrows again, and he had promised to behave in exchange for good treatment.

After he had eaten, Gulliver promptly fell asleep because his drink had a sleeping draught in it. They then set about transporting Gulliver to the capital. They used a large platform with twenty-two wheels pulled by dozens of four-and-a-half-inch horses. They somehow managed to put him on the platform and dragged Gulliver down the road to the city. Suddenly Gulliver woke-up when the vehicle stopped. Two or three curious, young Lilliputians wanted to see how Gulliver looked when asleep. They climbed up into the engine, and advancing very softly to his face, put the sharp end of their half-pike into his left nostril. This tickled Gulliver's nose like a straw, and made him sneeze. As they started moving again, Gulliver saw that more than one hundred thousand Lilliputians had come out to see the strange giant. It was a carnival atmosphere and the Lilliputians seemed to be enjoying themselves, much to Gulliver's amusement. Finally, they arrived at the Emperor's palace. The Emperor was there to receive Gulliver. Gulliver was lodged in an old and disused temple. His leg was chained and he could only move about a little bit. After a few weeks, the Lilliputians and their Emperor decided that he meant them no harm. So Gulliver was set free to roam around Lilliput on condition that he would not harm them and would help them in whatever way he could. Gulliver agreed and was freed. He was provided with food and water, a house was built for him. Gulliver stayed with Lilliputians helping them in many ways. Once, it so happened, that the neighbouring kingdom of Blefuscu declared war on Lilliput. The king brought a hundred ships to mount an attack. The Lilliputians ran to Gulliver for help. The Emperor said, "Don't let us down now, Gulliver; we need your help."



Gulliver walked into the sea. He took a long rope, tied all the hundred ships together and dragged them in the water. Gulliver pulled the ships the whole day, going round and round until the army of Blefuscu was giddy and in no position to fight. The King of Blefuscu came begging for peace between the two kingdoms. The Emperor agreed. Gulliver was hailed as a hero and lived peacefully in Lilliput for many years.

Read and Understand

A. Read the following statements. Say True or False.

1. Gulliver was the captain of the ship.
2. One of the Lilliputians gave a ten minutes talk in Gulliver's language.
3. Gulliver took the small creatures in his hand and crushed them.
4. The horses were four and a half inches tall.
5. The war between the two kingdoms ended in peace.

A. Identify the speaker / character.

1. He felt something moving along his body almost up to his chin.
2. They somehow managed to put him on the platform.
3. "Don't let us down now, Gulliver; we need your help."

C. Choose the right option.

1. Gulliver managed to reach the land as he was ______________ .
   a. A doctor.
   b. One of the crews.
   c. A swimmer.
   d. the captain.

2. Gulliver was set free because the emperor ______________ .
   a. was afraid of him.
   b. confirmed that he was not harmful.
   c. was a kind hearted person.
   d. wanted to get something from him.

3. Gulliver was hailed as a hero because he ______________ .
   a. made the army of Blefuscu giddy.
   b. fought with the army of Blefuscu.
   c. drowned the army of Blefuscu in the water.
   d. defeated the emperor of Blefuscu.

D. Discuss in groups. Retell the story in your own words. Each one should say one sentence.

You can begin like this:

Gulliver was travelling in a ship. One stormy night, the ship was wrecked...

E. Think and answer.

1. How did Gulliver overcome the adversity?
2. How should one react to adversity?
3. Describe Gulliver's encounter with the army of Blefuscu.

PROJECT



F. Look at the traffic signals and write down the traffic rule against each signal.

















CONNECTING TO SELF



G. Look at these pictures. Think of how you must behave when you visit these places. Discuss with your partner and complete the table.



Use dust bins.	Do not throw rubbish in public places.

STEPS TO SUCCESS

H. What is the logical sequence for these words? Tick the right option.

e.g.	1. Leaves	2. Fruit	3. Seed	4. Flowers	5. root
	a. 2,4,5,1,3	b. 3,5,1,4,2	c. 1,2,3,4,5	d. 5,3,1,2,4	

Ans: b

1.	1. Drive	2. Get in	3. Arrive	4. Park	5. Open door
	a. 2,1,3,5,4	b. 5,2,1,3,4	c. 3,4,5,1,2	d. 3,5,1,2,4	
2.	1. Travel	2. Book	3. Plan	4. Confirm	5. Enjoy
	a. 3,2,4,1,5	b. 4,5,3,2,1	c. 1,2,3,4,5	d. 5,4,2,3,1	
3.	1. Rest	2. Return	3. Supper	4. Go out	5. Visit
	a. 1,2,3,4,5	b. 4,5,1,2,3	c. 4,5,2,3,1	d. 5,4,3,2,1	
4.	1. Check out	2. Pack	3. Pay bill	4. Vacate	5. Drive
	a. 3,4,5,2,1	b. 1,2,3,4,5	c. 5,4,3,2,1	d. 2,4,3,1,5	
5.	1. Wait	2. Slow	3. Go	4. Stop	5. Get ready
	a. 2,4,1,5,3	b. 1,2,3,4,5	c. 5,4,3,2,1	d. 3,4,2,1,5	

LEARNING LINKS AND REFERENCES

E-links	http://www.tamilnadutourism.org/
	http://whc.unesco.org/
	http://www.wwfindia.org/about_wwf/critical_regions/western_ghats2/about_the_western_ghats/
	tourism.gov.in/
	http://incredibleindia.org/
Books	Primer on Forest Biodiversity - P.S. Ramakrishnan
	Back to Nature - B.K. Trehan
	Forests and Forestry - K.P. Sagreiya

ICT CORNER

Gulliver Travels

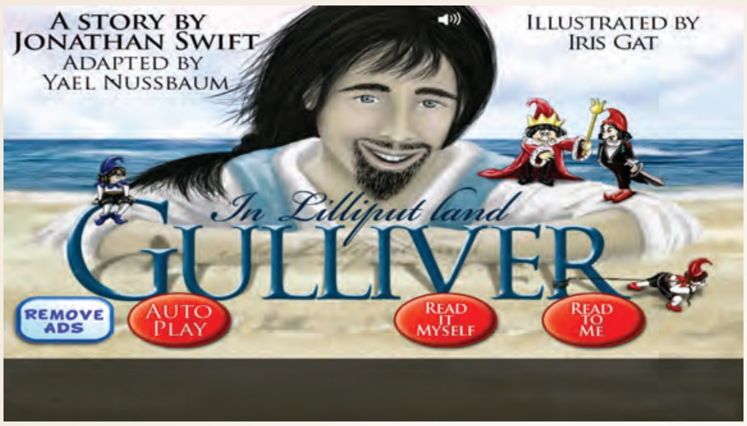


Figure 1: Screen shot of the 'GULLIVER TRAVELS' game

Procedure:

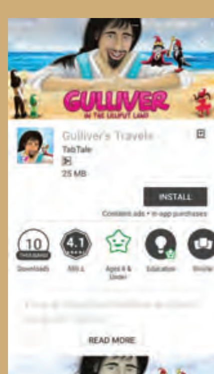
Step-1 :
Scan the QR code and install the game from Android play store.

Step– 2 :
Click auto play to start the game.

Step-3 :
Click on the interactive objects in each scene and have fun.

Step-4 :
Proceed to **read it myself** and **read to me.**

Steps to install the game from play store :



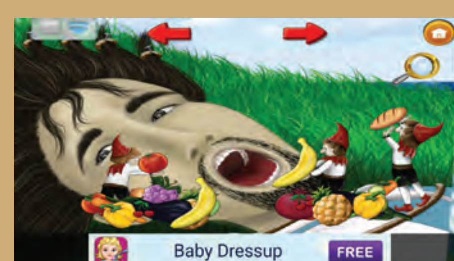
Step 1

Scan the QR and install the game.



Step 2

Click auto play to start playing



Step 3

Click the fruits to feed Gulliver.
Click interactive objects in each scene and have fun.

Language Activity:

- Observe and write a description of each scene and present it to your class.

Learning Objectives:

1. To learn vocabulary.
2. To develop reading skill.

B438_6_ENG_T2

URL:
https://play.google.com/store/apps/details?id=com.tabtale.gulliver

Text for Listening

Unit 1

1. White water rafting

The icy Himalayan heights are the source of a major chunk of India's rivers. The complex network of rivers flowing through valleys and forests are just perfect for adventure sport like the white water rafting. Among the other regions in the country, the Garhwal and Kumaon region in Uttarakhand is regarded as the best location for a perfect water adventure. The most suitable period for this watery performance is between September-November and March- May.

2. Paragliding

Paragliding has a huge following all over the world and is the recreational and competitive adventure sport. It is a relatively new sport in India. The major paragliding sites in India are Himachal Pradesh, Uttarakhand, Rajasthan and Maharashtra. The flying season spans September to December and then March to June.

3. Skiing

Skiing is a big craze worldwide. Gulmarg in Kashmir offers one of the largest facilities for this winter sport. The best part is that the snow conditions remain excellent from December to April. Meanwhile, the slopes in Garhwal and Kumaon are also ideal place for skiing in the winter months. Auli in Garhwal is currently rated as one of the India's best skiing resorts.

4. Snorkeling and scuba diving

While the sky and the mountains provide you with a good amount of adventure, the underwater ecosystems promise a stunning world of mysterious beauty exhibited in its marine flora and fauna. The areas around the Lakshadweep, Andaman and Nicobar Islands as well as Bay of Bengal present water sport lovers' opportunities to delve and dive deep inside the ocean's depths and enjoy the marvellous sights they have to offer.

Unit 2

Udagamanadalam –the Queen of Hill Stations

Udagamanadalam is located in the Western Ghats zone at an altitude of 2240 m. It is the headquarters of the Nilgiri District, where the two mountain ranges meet. Udagamanadalam, popularly called Ooty by the tourist, is the Queen of Hill Stations. Centuries ago this was also called as Oththai-Kal [single stone] Mandu [Mund is a name of Toda Village]. The British started calling it as Ootacamund. Coffee and Tea Plantations and trees like Conifers, Eucalyptus, Pine and Wattle dot the hill side in Udagamanadalam and its environs. Summer temperature is maximum of 25^0C and a minimum of 10^0C. During the winter it is a maximum of 21^0C and a minimum of 5^0C. This area was inhabited by the tribals called Toda long before anybody ventured into this region. Curiously enough, this slice of paradise remained unknown even during the periods of the great Southern Dynasties. It was the British who ventured into the region during early nineteenth century. In search of cooler climates development and modernization took place after their arrival. This was the Summer Capital of the Madras Presidency during the British Rule.

208952

It is the pride of the Blue Hills and centre of attraction. This was formed by Mr.John Sullivan, the then Collector of Coimbatore in the year 1824. This is located in an area of 65 acres. Fishing was the major activity in this place. In the year 1973, Tourism Development Corporation, Government of Tamilnadu, on behalf of the Tourism Department took possession of this place for Boating activity, which provides another thrilling entertainment for the tourists.

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